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ABSTRACT

This two-part learning module, designed to acquaint teachers with the affective domain of Bloom's Taxonomy, provides a methodology for identifying the attitudinal and motivational problems of non-traditional students. Part I discusses the cognitive, affective, and psychomotor domains considered in Bloom's Taxonomy and presents possible learning objectives for each level of the affective domain, i.e., receiving, responding, valuing, organizing, and characterizing. Included in this section is a discussion of the cause-effect relationship between the cognitive and affective domains and an exploration of the importance of testing students' attitudes toward a subject, as well as their cognitive knowledge of it. Part II describes how instructors can measure affective outcomes by applying the concepts of Bloom's Taxonomy to observation of student behavior. Various student responses to the learning environment are considered which identify the student's position within the levels of the affective domain. These levels range from mere awareness of the subject material to the internalization of the knowledge as part of the student's personal value system. The learning module includes a pre-test and a post-test, as well as exercises and optional learning activities for the instructors, that were designed to reinforce the material as it is discussed. (JP)

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STUDENT BEHAVIOR AND ATTITUDES:

THE AFFECTIVE DOMAIN

by

Patricia F. Archer

Prepared for:

The Media Systems Series in Creative Teaching

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STUDENT BEHAVIOR AND ATTITUDES:

THE AFFECTIVE DOMAIN

I. Introduction

Because of the open-door policy adopted by most community colleges, a large percentage of entering students are high-risk nontraditional students who lack basic skills in reading, writing, and problem solving as well as confidence in their ability to succeed. These students have histories of failure and drop out of college at an alarming rate. Something must be done to help these students to succeed. The open-door policy is a hoax if we encourage nontraditional students to enter only to increase their sense of frustration and failure. Remedial programs designed to help these students tend to rely on repetition of elementary and secondary school skills and do little to motivate the student to change his attitude toward learning.

It is largely up to us as teachers and counselors to motivate and encourage students, to help them to change their behavior so that they become more in control of their own futures. Students who drop out of school are usually "externals", or people who believe that their lives are controlled by external forces, such as the "system" or "luck". If an individual believes he* cannot succeed because "they" are against him, research shows that chances are high that the student will not persevere in the remedial program. The way to make him successful, then, is not simply to bombard him with remedial cognitive information. We must approach him effectively, or emotionally. We must help him to change his attitude

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*Throughout this writing the masculine pronoun will be used without intending to specify the sex of individuals to whom reference is made.

about himself before we can make him want to learn reading or math. If we can change his locus of control from external to internal--that is, if we can convince him that he is in control of what he does and the payoffs he receives--we have a better chance of making him want to learn. If we do not change his attitude, we are probably wasting effort trying to teach him.

The teacher, as one of the "others" that high-risk students believe control their lives, must learn to interpret student attitudes by observing student behavior. There are, of course, several excellent sources of ideas for motivating students. The affective domain of Bloom's Taxonomy can provide teachers with a guide to behavior patterns indicative of each student's attitudinal development. Bloom's Taxonomy is not the only answer, but it is a useful tool for making motivation a more controlled effort.

This packet presents concepts which contribute to successful teaching of nontraditional students (Part A) and techniques for applying and measuring those concepts (Part B). The entire packet may be worked at one time, or you may work Part A, allow time to digest the contents, and then go on to Part B. If you divide the unit, we suggest that you review Part A before beginning Part B.

II. Rationale

High-risk nontraditional students tend to have negative attitudes toward learning. An awareness of this tendency and a method for determining precise levels of attitude can help teachers and counselors to interpret student behavior more accurately and reach more valid conclusions about how to design a plan to increase student motivation toward learning.

PART A: LEARNING THE CONCEPTS

I. PRE-TEST

1. Write a one-sentence definition of Bloom's Taxonomy.

2. The three domains of the taxonomy are (underline the correct answers)

   a. motivation
   b. cognitive
   c. effective
   d. psychomotor
   e. affective
   f. valuing
   g. synthesis

3. Circle the letter of the definition which you believe is the correct definition of the affective domain.

   a. That aspect of learning which emphasizes application of material.
   b. That aspect of learning which emphasizes emotion and values.
   c. The skills necessary for a teacher to affect the ability of a student to recall material.

4. Number the five primary levels of the affective domain, listed below, in order from the lowest (1) to the highest (5).

   Organizing
   Receiving
   Characterizing
   Valuing
   Responding

5. The teacher plays the most important role in the (highest, lowest) levels of the affective domain.

6. Match the following key concepts with their definitions:

   _____a. acceptance of a value
   _____b. acquiescence in responding
   _____c. affective domain
   _____d. attitude
   _____e. awareness

_____g. Bloom's taxonomy

_____h. characterizing

_____i. cognitive domain

_____j. commitment

_____k. controlled or selected attention

_____l. learning environment

_____m. motivation

_____n. organizing

_____o. preference for a value

_____p. receiving

_____q. responding

_____r. satisfaction in response

_____s. valuing

_____t. willingness to receive

_____u. willingness to respond

1. Aim of motivated behavior

2. Learning goals and behaviors which stress recall and application of material.

3. Preference of a concept as the phenomenon over other possible alternatives.

4. Educational goals and behaviors which stress emotion and values.

5. The student gets emotional satisfaction from responding to a stimulus.

6. Attending; becomes aware of an idea, process or thing; willing to notice a particular phenomenon.

7. Accepting the worth of a thing, an idea, or a behavior; preferring, responding consistently, developing a commitment.

8. The tendency to react favorably, or otherwise, to persons, things, or concepts.

9. Generalizing certain values into controlling tendencies; emphasis on internal consistencies, later total philosophy.

10. The aggregate of climatic, biotic, social, and cultural conditions that influence an individual's desire and ability to learn.

11. A course goal stated in measurable and behavioral terms.

12. A classification of educational goals and student behaviors.

13. The learner begins to prefer and be able to isolate the concept.

14. A stage characterized by devotion to a concept and a desire to convert others to it. The highest affective state an instructor can realistically hope to influence.

15. The student volunteers to perform extra tasks, and he is neat and prompt in work habits connected with a particular subject area or social concept.

16. The student reacts grudgingly to a powerful outside authority.

17. A consistency of positive response; development of an attitude.

18. Reacting; at first with compliance, later willingly and with satisfaction.

19. Arranging values; determining relationships; adopting behavior to a value system.

20. The stage at which the student is a passive receiver, conscious of a phenomenon or idea but not necessarily attentive to it.

21. Observed or inferred actions, responses, or their effects.

22. Any factor instigating or maintaining behavior toward a class of goals.

23. Willingness to notice a presented stimulus.

II. LEARNING OBJECTIVES

Goal: To acquaint teachers with the elements of the affective domain of Bloom's Taxonomy and its potential as a guide to analyzing and evaluating student attitudes. After completing this packet, the learner will be able to:

1. Write a definition of Bloom's Taxonomy.
2. Choose from three definitions the correct definition of the affective domain.
3. Place the major levels of the affective domain in order from lowest to highest.
4. Match 16 of the 20 key concepts listed in this unit with their definitions.

III. BLOOM"S TAXONOMY: AN INTRODUCTION

Bloom's taxonomy is a classification, or hierarchy, of educational goals and student behaviors. The taxonomy divides learning goals and behaviors into three major classifications:

1. The cognitive domain, which emphasizes recall and application of material.
2. The affective domain, which emphasizes emotion and values.
3. The psychomotor domain, which emphasizes action or motor skills.

Most learning falls within the first two domains. Figure 1 is a chart of the taxonomy showing the levels of the cognitive and affective domains from the simple to the complex.

FIGURE 1

BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES

Cognitive		Affective	
Knowledge	- to recall and memorize	Receiving	- attending; becomes aware of an idea; process or thing;
Comprehension	- to translate from one form to another, interpret or extrapolate	Responding	- reacting--at first with compliance, later willingly and with satisfaction.
Application	- to apply or use information in a new situation	Valuing	- accepting worth of a thing, an idea or a behavior; prefers; consistent in responding; developing a commitment
Analysis	- to examine a complex and break it down into its parts		
Synthesis	- to put together information in a unique or novel way to solve a problem	Organizing	- arranging values; determining interrelationships; adapting behavior to a value system

Evaluation	- to make a judgment about something in light of given criteria	Characterizing	- generalizing certain values into controlling tendencies; emphasis on internal consistencies; later total philosophy

An individual's attitudes or emotional reactions follow the steps in the hierarchy, and his behaviors indicate his position relative to the levels of the taxonomy. The instructor who is aware of the levels can develop specific learning objectives for his students designed to improve their attitudes toward a subject. Here, for example, are some possible affective learning objectives for a unit on levels of diction:

1. The learner will demonstrate awareness that there are different levels of formality in writing. (Receiving)
2. The learner will be willing to speculate on why there are different levels of formality. (Responding)
3. The learner will express a commitment to the notion that it is necessary and desirable to know how to write standard English. (Valuing)
4. The learner will develop a style of writing papers that is both pleasing to him and consistent with the requirements of standard written prose. (Organizing)
5. When the learner writes assigned papers in any discipline, he will check to see that the language and sentence structure are consistent with the degree of formality required. (Characterizing)

Of course, these objectives are for the instructor's benefit. They would not be shared with the students under most circumstances, but would serve as reminders of guidelines for the types of attitudes the instructor wants to develop in students. By observing behavior, an instructor may

place students at various levels of the taxonomy. Obviously, the fourth and fifth levels would be difficult to document through observation of behavior because they indicate that the student has made the attitude a habit--it has become a part of his way of doing things. These levels are probably best measured in subsequent courses or through follow-up studies. The first three levels, however, are reasonably easy to deal with in the limited time that an instructor is in contact with a student. Thus, we will cover these levels in some detail.

Each of the levels in the affective domain has subdivisions which describe the gradations of each attitude. Krathwohl outlines the first three levels as follows:

1.0 Receiving (attending)

- 1.1 Awareness
- 1.2 Willingness to receive
- 1.3 Controlled or selected attention

2.0 Responding

- 2.1 Acquiescence in responding
- 2.2 Willingness to respond
- 2.3 Satisfaction in response

3.0 Valuing

- 3.1 Acceptance of a value
- 3.2 Preference for a value
- 3.3 Commitment (conviction)

There are specific behaviors which are characteristic of each level, and we will consider them in a minute. First, try your hand at selecting which

of the following general behaviors are affective behaviors. In the exercise below underline those words that express affective behaviors. Remember that the affective domain deals with emotion and attitudes.

1. Tolerating.
2. Preferring.
3. Identifying.
4. Analyzing.
5. Liking.
6. Translating.
7. Cooperating.
8. Volunteering.
9. Ignoring.
10. Accepting.

ANSWERS: Tolerating, preferring, liking, cooperating, volunteering, ignoring, and accepting express affective behaviors. Identifying, analyzing, and translating are cognitive activities.

IV. THE AFFECTIVE DOMAIN AND STUDENT BEHAVIOR

The affective domain of Bloom's Taxonomy emphasizes "a feeling, tone, emotion, or a degree of acceptance or rejection" (Handbook II p. 7). Like the cognitive domain, the affective domain is based on a series of behaviors --actions or responses--ranging from simple to complex, from mere awareness of a situation or set of materials to the generalization of responses to form a personal philosophy. The hierarchy follows the process by which an individual internalizes a phenomenon or value, making it a part of his personality or his view of life.

The affective domain deals with such familiar subjects (to educators) as motivation and attitudes,* an area of education which, according to Krathwohl, has "eroded" (Handbook II, p. 16) because of the recent emphasis on cognitive learning measurement and learning objectives. Attention to affective outcomes has diminished. However, affective goals should be implicit in and considered with cognitive learning. The mere fact that a teacher bombards a student with physics material does not guarantee that the student will listen, as we have all been painfully aware at one time or another.

How do we make sure that the student is paying attention to the nuggets of wisdom we are throwing his way? Most of us, deep down inside, hope to instill in our students a sense of wonder at the marvels of ancient history, French literature, or geology. How do we know when we have accomplished that rather abstract goal? The affective domain can be helpful in making

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*For the purpose of this packet, we define motivation as any factor instigating or maintaining behavior toward a goal or class of goals. Attitude is defined as a combination of emotional and intellectual tendencies to act toward a concept or a phenomenon in a particular manner.

goals and hoped-for student responses more specific. As in the old joke about the farmer and his mule, we have to get the student's attention at the lowest affective level--Receiving--before we can encourage him to love botany and want to find out more about it on his own.

There is a cause-effect relationship between the cognitive and affective domains, and Krathwohl (Handbook II, pp. 85-86) discusses the lack of agreement among educators as to how that relationship works--the chicken or the egg dispute applied to learning.

According to Krathwohl, some educators believe that if a student gains enough information about a subject (cognitive), he will develop appropriate attitudes toward it. Others believe that if one begins with motivating the student (affective), the cognition rate will naturally be more rapid and complex. Krathwohl subscribes to the theory that there is no such definite cause-effect relationship, that it is specific learning experiences that determine the relationship between cognitive and affective levels. It is possible to know a great deal about a subject--to be able to comprehend, analyze, synthesize, and evaluate it--and at the same time nourish a deep and abiding hatred for it ("I know how to balance equations, but I hate to balance equations"). It is also possible to know very little about a subject and have a great deal of interest in it. And, of course, we can know a lot about a subject and be fascinated by it.* The ideal relationship between the two domains is one in which they interact--receiving leads to knowledge, which leads to responding, and so on through the taxonomy.

Becoming familiar with the affective domain can make educators more aware of what Krathwohl calls "the powerful motivational forces that shape

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*For a detailed account of the sometimes complex relationships between the cognitive and affective domains, see Krathwohl, et al, Handbook II: Affective Domain.

the life of each of us" (Handbook II, p. 91). He goes on to point out the relationship between the cognitive and affective domains: "Education is not the rote memorization of meaningless material to be regurgitated on an examination paper. Perhaps the two Taxonomy structures may help us to see the awesome possibilities of the relations between students--ideas--teachers" (Handbook II, p. 91).

Bloom, Benjamin S. Ed. Taxonomy of Educational Objectives. Handbook II: Affective Domain. New York: David McKay Company, Inc., March, 1969.

V. OPTIONAL LEARNING ACTIVITIES

1. Record an oral summary of the two sections. Listen to the recording, adding any thoughts omitted in your summary.
2. Write a paragraph describing the concept of internalization as it relates to the affective domain.
3. List some of the affective goals that you have for your students. They may not have been verbalized previously, but you have had some nonetheless. What attitudes do you hope to foster in the people attending your class?

PART B: APPLYING THE CONCEPTS

I. OBSERVING STUDENT BEHAVIORS

Once an instructor becomes aware of affective goals, how does he or she test for them? Certainly, we cannot use the same kinds of questions that we would use to test for mastery of concepts or to measure the degree to which students have mastered synthesis skills. We can, however, apply concepts from the affective domain to observation of student behavior to see whether or not our students are reaching the objectives we have set for them. There are certain kinds of behavior peculiar to each level that we will consider from (1.1) Awareness to (3.3) Conviction. The instructor who learns to watch for and respond to these behavior patterns will stand a much better chance of helping students succeed.

Even before a class begins, there are warning signals from some students. The eager looking people on the front two rows probably present no immediate problems. Look for the students who sit in the back of the room, particularly in the corners or close to the door. These behaviors may indicate a tendency to want to escape the learning environment. Be alert also for the student who will not make eye contact or who requires a great deal of personal space.

Once class begins, there are other signals that you can observe and use to assess the student attitudes that are described below.

1.0 Receiving

1.1 Awareness: At this stage, the student is a passive receiver; he is simply aware of a phenomenon or idea. He is conscious of its existence but is not necessarily attentive to it. The student may or may not be aware of something he is looking at (he could be daydreaming), but generally if he exhibits signs of perceiving, such as looking at the object or maintaining eye contact with

the instructor while the concept is being mentioned, he is aware of the object or concept.

At this level, the learning process rests squarely on the shoulders of the instructor/learning manager. He must capture the student's attention to make him conscious of some individual event, object, concept or situation. Since the student is passive, there are not many behaviors to observe which indicate awareness. There are, however, several which indicate that a student is not receiving. If he concentrates on something else--another student, a book in another discipline, or a nap--he is not receptive to your stimulus.

From time to time, it may be desirable to use test items to determine student awareness. The only reliable way to test for awareness is to design items in which the specific subject is not mentioned directly. For example, a sociology teacher testing for student awareness of the problem of child abuse could ask students to list the 10 most serious family problems in America. If a student lists child abuse, he is aware of its existence. The instructor should not ask a student if he is aware of violence on television because the question itself creates awareness. A word association game including names of violent TV probgrams to which the student gives a one-word response might be a more accurate test. If the student responds with violence--oriented descriptions, he is aware of violence. A "what do these have in common" question is also an accurate measure.

Sometimes a matching format can also be useful, particularly to test student awareness of definitions or characteristics. All we want to know is whether the student knows there is such a concept as human rights or welfare reform or the right to life controversy. Obviously this kind of information is valuable for determining where we should begin instruction. If all students are aware of the pollution in the Houston ship channel, we would be wasting time trying to create awareness of the problem in class.

EXERCISE 1

Formulate a test question for a small unit of your discipline, such as political parties in America, which would give you an idea of which students are aware of the subject matter or of its importance. Remember not to mention the subject in the question. An example would be having students list five important problems in America to determine whether they are aware of the severity of the unemployment problem.

_____

_____

_____

1.2 Willingness to Receive--At this level, the student is willing to notice the stimulus when it is presented. The instructor can facilitate this step by creating an environment in which there are as few distracting stimuli as possible. If the students sit and observe rather than walking away, staring out the window or sleeping, they are exhibiting behavior indicating that they are willing to receive. They may say they will go to the library when asked to or they may write a "yes" beside a question asking

if they would like to know more about planets. Note that this is merely indicative that the student is willing to receive. It does not indicate that he will go to the library or learn about planets. At this stage, as at awareness level, the student's role is minimal.

EXERCISE 2

List three behaviors which you believe would indicate this level of awareness. (Examples: a student says he will listen to a recorded poem when told to do so. He responds affirmatively when asked if he would like to know more about his environment).

1. _____

2. _____

3. _____

1.3 Controlled or Selected Attention--Here the student begins to prefer the activity or concept, rather than tolerating it or being willing to try it. Here, also, the student can pick the elements of the subject matter from other similar ones. If a teacher presents a list of arguments for population control, the student will be able to select the ones presented in a particular essay. If a paragraph is read aloud, the student listens for the main idea. He becomes selective. He may indicate a preference for a specific poetic style by paying attention only when that type is mentioned or by reading only those kinds that he likes.

At one time, then, a student can merely be aware that sonnets exist, be indifferent to but willing to consider reading ballads,

and exhibit selected attention when limericks or Ogden Nash's poetry are being read or discussed.

EXERCISE 3

Suppose that you have begun a unit on study skills. You notice that student A is doodling all during your discussion. Student B, who has been thumbing through a math book, stops and begins to listen when you start a list of bad study habits on the board. Student B raises his hand to make a comment on the material. Which of these students is exhibiting controlled selection behavior?

(Answer: B because he selects your stimulus over the stimulus of the math book. A is not even at the willingness level, and B is past the receiving level. He is responding.)

2.0 Responding

At the responding levels, the student takes a more active part in the learning process. He reacts to the stimulus he merely received at the lower levels.

2.1 Acquiescence in Responding--At this level, the student is like a child who is told to eat his spinach. He reacts grudgingly, but if left to his own devices, he would do something else or he wouldn't react at all. The student responds because powerful external others are telling him to respond. The individual who reads the assigned work, but nothing else, who does the barest minimum required to get by, or who gives a listless oral report is exhibiting acquiescent behavior. He wants specific limits (a 500-word paper) and counts the words as he writes. He buys only the books that are required. If you tell him that he has three absences before he is disciplined, he'll take them.

EXERCISE 4

Try to think of an invididual that you have observed exhibiting acquiescent behavior. Describe his responses. Specifically what did he do? The examples above may give you some ideas.

_____

_____

_____

2.2 Willingness to Respond--The student at this level voluntarily checks out 5 books on a subject when he is required to have only 3. He is observed with novels that have not been assigned. He asks to participate in a class project. He assumes responsibility for attending class and turning modules in on time, and he takes part in class discussion, sometimes asking relevant questions. He turns his book report in early. He lists 20 television programs about law enforcement when he was asked to do ten. Neatness and care in preparation are also clues. Of course, he may be doing all this because he likes the instructor, but we won't worry about that right now. At least he is willing to respond.

EXERCISE 5

What are some specific behaviors in your discipline that would indicate to you that a student is willing to respond? List three or four. It is important that you recognize these behaviors?

1. _____

2. _____

3. _____

4. _____

If you teach a poetry class, you may have listed reading and discussing assigned poems, asking questions about a particular poet or about a particular subject, and never missing class as behaviors indicative of Willingness to Respond.

2.3 Satisfaction in Response--In this category, willingness has grown into satisfaction, zest or an emotional "kick". A student responding at this level exclaims "wow" in an awed tone when he looks at a painting. He exclaims delightedly after hearing the surprise ending of a short story. He laughs at the proper places in a live production of a comedy and applauds enthusiastically at the conclusion. On the other side of the coin, he can react negatively--with pity and disgust--to a picture of a beaten child or to a description of conditions in Biafra, or express shock at the suggestions of Jonathon Swift's narrator in "A Modest Proposal" for dealing with Irish beggars. He is emotional about the subject and reacts spontaneously.

Of course, not all students react the same way and not all situations allow for expression of emotion. You may have to

decide whether or not the student is enjoying when he seems to be merely tolerating. Asking for reactions from students sometimes works. Initiating a class discussion is another method of drawing out this kind of behavior.

EXERCISE 6

What are some types of questions, comments or assignments you could use to determine student emotion accurately?

_____

_____

Some possible answers are assigning an expressive essay in which students are encouraged to react emotionally to a stimulus, inciting comment through an informal class discussion, or simply asking each student to reach honestly to a startling stimulus--a spectacularly beautiful photograph of a beach area juxtaposed with pictures of an oil spill and the affected wildlife.

3.0 Valuing

3.1 Acceptance of a Value--This category contains behavior that indicates not merely an emotional response to a stimulus, but a consistency of positive response. The student develops an attitude toward a subject--Reading is a worthwhile activity. A sufficient number of 2.3 level emotional responses may have led to the belief that usually reading is a valuable pastime. The student looks for more works by a poet discussed in class or looks up the poet's biography or a criticism of his poems. Perhaps a science student can be overheard discussing a scientific theory with a friend before class. There is still no preference for one value over another, but there is willing agreement that a knowledge of the metric system would be useful.

EXERCISE 7

Think of some specific behaviors that you have observed in your students that are indicative of acceptance of a concept as valuable. Jot down two or three.

_____

_____

_____

You may have observed a math student explaining the value of the metric system to another student, for example.

3.2. Preference for a Value--Between the level at which a student accepts a value and his actual commitment to it is the level at which he prefers that value over other possible alternatives. He seeks it out with greater frequency and begins to engage in overt activities, such as writing letters to the press, or in speculation about the subject area. He is willing to form judgments about movies, music and books, using his preferred values as criteria, and he suggests how they could have been better. He participates actively in a club connected with a subject he is taking. He organites, examines, and initiates action.

EXERCISE 8

Krathwohl (p. 147) says that a student's written work, such as essays, book reports and term papers, are good tests for value preferences. Would you agree? How would you test (what specific behaviors could you observe) in, for example, biology class, to measure student preference for acceptable laboratory procedures?

_____

_____

_____

If a student insists on writing every assigned essay on religion, he is exhibiting value preferences. In a biology class, the student would consistently keep both eyes open when using microscope and handle slides correctly, even when it would be faster to use incorrect procedure.

3.3 Commitment--This is the highest affective level we will discuss in detail because it is the highest one instructors can realistically expect to influence and observe in the limited time available. Also, once a student is committed to a value, the instructor's role is less important--commitment is an internalized attitude that the student is still consciously acting upon. He is not yet to the point at which the concept has become part of his subconscious world view, but he is certainly past mere preferring. This is the evangelistic stage of affective development at which the students seek to become deeply involved with a cause and convert others to it. There is an obsessive quality at this level not present in the former levels. Fierce loyalties to political groups or school or social organizations are characteristic behaviors at this level. Devotion is a key word here, and there is a time element involved. The commitment must last over a long period of

time. A student whose passionate devotion changes with the wind is not at this level. The individual who is truly committed joins in protest marches, volunteers to work for political candidate, argues in class with those who do not hold the same commitment, and never loses an opportunity to try to win converts to the cause, whether it be civil rights, Hemingway novels, or basketball. The quiet student who works tirelessly on the sets for every play is also exhibiting this type of behavior.

EXERCISE 9

Describe someone you know who exhibits commitment behavior patterns. To what is he committed? What specific behaviors have you noticed that lead you to this conclusion? Look back at the examples above for suggestions, and think about athletic fanatics you have known.

_____

_____

_____

Summary

The affective domain is extremely important to education. Attitude and motivation, as we all know, are as important as cognitive activity to a student's successful learning. We human beings tend to spend our energy on what we enjoy or at least can tolerate. Instructors can observe behaviors in students indicating whether or not they are aware of the desired stimulus and act accordingly, rather than simply assuming that bombarding students with facts will produce awareness. There is no guarantee that your own knowledge and application of these concepts will make every student you

teach a committed devotee to your subject matter, but it will allow you to measure realistically the attitudes of your students and set goals for the kinds of attitudes that you would like to develop or strengthen.

II. OPTIONAL LEARNING ACTIVITIES (PART B)

1. Write a description of the behavior of a high-risk student with whom you are acquainted. Include his attendance, "body language", comments, and any other behaviors you can think of. What is his level of attitude toward two or three subjects or concepts?
2. Observe a group of 5 students in a class discussion. Classify their behaviors according to the levels of the affective domain.
3. Explain to a colleague what you see to be the advantages to you and your students of being aware of the affective levels.
4. Construct some specific techniques for determining awareness or receiving and responding behaviors in students.
5. Form a group of four or five people. Describe to the group a particularly successful technique you have used to influence student attitudes toward learning. Be specific. If it is a game, play it.
6. Write a paragraph discussing the role of the instructor in student motivation and attitude.
7. Take the Post-Test (Section III).

III. POST TEST

1. Write a one-sentence definition of Bloom's Taxonomy.

2. The three domains of the taxonomy are: (underline the correct answers)

   a. motivation
   b. cognitive
   c. effective
   d. psychomotor
   e. affective
   f. valuing
   g. synthesis

3. Circle the letter of the definition which you believe is the correct definition of the affective domain.

   a. That aspect of learning which emphasizes application of material.
   b. That aspect of learning which emphasizes motion and values.
   c. The skills necessary for a teacher to affect the ability of a student to recall material.

4. Number the five primary levels of the affective domain, listed below, in order from the lowest (1) to the highest (5).

   Organizing
   Receiving
   Characterizing
   Valuing
   Responding

5. The teacher plays the most important role in the (highest, lowest) levels of the affective domain.

6. Match the following key concepts with their definitions:

   _____a. acceptance of a value
   _____b. acquiescence in responding
   _____c. affective domain
   _____d. attitude
   _____e. awareness
   _____f. behavior

_____g. Bloom's taxonomy

_____h. characterizing

_____i. cognitive domain

_____j. commitment

_____k. controlled or selected attention

_____l. learning environment

_____m. motivation

_____n. organizing

_____o. preference for a value

_____p. receiving

_____q. responding

_____r. satisfaction in response

_____s. valuing

_____t. willingness to receive

_____u. willingness to respond

1. Aim of motivated behavior.

2. Learning goals and behaviors which stress recall and application of material.

3. Preference of a concept as the phenomenon over other possible alternatives.

4. Educational goals and behaviors which stress emotion and values.

5. The student gets emotional satisfaction from responding to a stimulus.

6. Attending; becomes aware of an idea, process or thing; willing to notice a particular phenomenon.

7. Accepting the worth of a thing, an idea, or a behavior; preferring, responding consistently, developing a commitment.

8. The tendency to react favorably, or otherwise, to persons, things, or concepts.

9. Generalizing certain values into controlling tendencies; emphasis in internal consistencies, later total philosophy.

10. The aggregate of climatic, biotic, social and cultural conditions that influence an individual's desire and ability to learn.

11. A course goal stated in measurable and behavioral terms.

12. A classification of educational goals and student behaviors.

13. The learner begins to prefer and be able to isolate the concept.

14. A stage characterized by devotion to a concept and a desire to convert others to it. The highest affective state an instructor can realistically hope to influence.

15. The student volunteers to perform extra tasks and he is neat and prompt in work habits connected with a particular subject area or social concept.

16. The student reacts grudgingly to a powerful outside authority.

17. A consistency of positive response; development of an attitude.

18. Reacting; at first with compliance, later willingly and with satisfaction.

19. Arranging values, determining relationships; adopting behavior to a value system.

20. The stage at which the student is a passive receiver, conscious of a phenomenon or idea but not necessarily attentive to it.

21. Observed or inferred actions, responses, or their effects.

22. Any factor instigating or maintaining behavior toward a class of goals.

23. Willingness to notice a presented stimulus.

ANSWER KEY

Pre-Test and Post-Test

1. Bloom's Taxonomy is a method for classifying goals and behaviors.
2. Items b, d and e; cognitive, psychomotor, and affective, should be underlined.
3. The correct definition for affective domain is number "b".
4. 4 Organizing
   1 Receiving
   5 Characterizing
   3 Valuing
   2 Responding
5. The teacher plays the most important role in the lowest levels of the affective domain.
6. 17 a. acceptance of a value
   16 b. acquiescence in responding
   4 c. affective domain
   8 d. attitude
   20 e. awareness
   21 f. behavior
   12 g. Bloom's Taxonomy
   9 h. characterizing
   2 i. cognitive domain
   14 j. commitment
   13 k. controlled or selected attention
   10 l. learning environment
   22 m. motivation
   19 n. organizing
   3 o. preference for a value
   6 p. receiving
   18 q. responding
   5 r. satisfaction in response
   7 s. valuing
   23 t. willingness to receive
   15 u. willingness to respond

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